DOCUMENT RESUME

ED 137 924 EA 009 398

AUTHOR	Lewis, Edmund L., Ed.
TITLE	Recruiting and Selecting a New Superintendent. Revised.
INSTITUTION	Association of California School Administrators.; California School Boards Association, Sacramento.
PUB DATE	Dec 76
NOTE	34p.; For a related document, see ED 049 523
AVAILABLE FROM	California School Boards Association, 800 Ninth Street, Suite 201, Sacramento, California 95814, or Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, California 94010 ($3.00)
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Administrator Background; *Administrator Evaluation; Administrator Qualifications; *Administrator Selection; Advisory Committees; Board of Education Role; Employment Interviews; *Guidelines; Occupational Information; Personnel Policy; *Recruitment; *School Superintendents

ABSTRACT

The recruitment and selection of a new superintendent is a difficult and time-consuming task. It is the single most critical responsibility of a school board. The decision will ultimately affect the entire education program of the district. Careful and thoughtful preparation, definition of orderly and effective procedures, conformity with ethical practices, adequate financing, and the involvement of the public, interested organizations, and staff are critical in the search for and the selection of a new superintendent. These guidelines represent the recommended procedure for all California school districts and outline the roles of the school board, the professional education advisor, and the recruiting and screening committee. Appendixes contain recruitment sources for minorities and women, a standard application form, and guides for conducting the final interviews and visitation to the candidate's community. (Author/MLF)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED137924

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

RECRUITING AND SELECTING A NEW SUPERINTENDENT

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

CSBA and ACSA

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

Published by the

California School Boards Association and the
Association of California School Administrators

First Published — October 1967
Revised — November 1970
Revised — December 1976

CSBA OFFICERS

Jesse Bethel, President
Delbert Cederquist, President-Elect
Owen Griffith, Vice-President
Marian Bergeson, Immediate Past President

ACSA OFFICERS

Robert C. Coney, President
William Noble, President-Elect
Bert Corona, Vice President
Ron Johnson, Past President

CSBA EXECUTIVE SECRETARY

Joseph M. Brooks

ACSA EXECUTIVE DIRECTOR

William Cunningham

Copyright © 1970, 1976 by CSBA/ACSA

EA 009 398

This document has been completely revised under the direction of a joint CSBA/ACSA committee. Please see back cover for further information on where to obtain additional copies, cost and handling charges.

AD HOC COMMITTEE TO REVISE

RECRUITING AND SELECTING A NEW SUPERINTENDENT

Bernice Hutter, CSBA, Chairperson
Dr. William Cunningham, ACSA
Edmund L. Lewis, CSBA
Dr. Van Sweet, ACSA

CONSULTANTS

Dr. Edwin Bridges, Stanford University
Dr. Theodore Reller, University of California at Berkeley

EDITOR

Edmund L. Lewis

ACKNOWLEDGEMENTS

California School Boards Association and the Association of California School Administrators wish to acknowledge the contributions of the following individuals whose efforts made possible the publication of this document:

Dr. Theodore Reller

School of Education, University of California at Berkeley, for his experience, wisdom, and expertise in the preparation of this handbook;

Dr. Edwin Bridges

School of Education, Stanford University, for his thoughtful elucidation of important concepts with special emphasis in the areas of equal opportunity and affirmative action;

Dr. Van Sweet

Superintendent of Maxwell School District, for his perceptive understanding of the needs of school districts;

Dr. William Cunningham

Executive Director of ACSA, for his counsel in the understanding of the recruitment and selection process;

and

Edmund L. Lewis

Assistant Executive Secretary of CSBA, for raising significant issues for consideration and for his constructive and sensitive editing of the total manuscript.

Bernice H. Hutter, Chairperson
JOINT COMMITTEE ON RECRUITMENT
AND SELECTION OF A NEW SUPERINTENDENT

TABLE OF CONTENTS

INTRODUCTION . . . . . Page 1

PART I — ROLE OF THE BOARD

Step 1
Obtain Outside Objective Professional Assistance . . . . . Page 3

Step 2
Consider Selected Major Issues . . . . . Page 3

Step 3
Approve Preliminary Procedures,
Calendar and Tentative Budget . . . . . Page 4

Step 4
Select Professional Recruiting and
Screening Committee and Finalize Procedure . . . . . Page 5

Step 5
Receive Report of Advisor and
Approve Contents of Brochure . . . . . Page 6

Step 6
Meet with the Recruiting and Screening Committee . . . . . Page 7

Step 7
Interview Finalist Candidates for Superintendency . . . . . Page 7

Step 8
Visit Community of Finalist Candidate/Candidates . . . . . Page 8

Step 9
Discuss Superintendent's Contract with Advisor . . . . . Page 8

Step 10
Meet with Prospective Superintendent . . . . . Page 9

Step 11
Release Press Information Simultaneously . . . . . Page 9

Step 12
Introduce Superintendent to Staff and Community . . . . . Page 9

PART II — ROLE OF THE ADVISOR

Step 1
Meeting with the Governing Board . . . . . Page 11

Step 2
Assessing the School System and the Community . . . . . Page 12

Step 3
Preparation and Approval of Brochure . . . . . Page 13

Step 4
Recruiting . . . . . Page 14

Step 5
Assisting the Screening Committee . . . . . Page 15

Step 6
Organizing the Interviews . . . . . Page 16

Step 7
Conducting the Interview . . . . . Page 17

Step 8
Guarding the Investigation of
Chosen Candidates . . . . . Page 17

Step 9
Contract Signing and Publicity . . . . . Page 17

Step 10
Advisor Closes the Process . . . . . Page 18

Part III — ROLE OF THE RECRUITING AND SCREENING COMMITTEE

Step 1
Recruiting by Committee Members . . . . . Page 19

Step 2
Meeting of the Committee to Screen . . . . . Page 19

Step 3
Evaluation of Confidential Papers . . . . . Page 20

Step 4
Personal Interviews . . . . . Page 20

Step 5
Report to the Board . . . . . Page 20

APPENDICES

Appendix A
Recruitment Sources for Minorities and Women . . . . . Page 23

Appendix B
Standard Application Form . . . . . Page 24

Appendix C
Conducting the Final Interviews . . . . . Page 25

Appendix D
Guide to Community Visitation:
Information Needed from Candidates Prior to Visit . . . . . Page 27

Appendix E
Guide to Community Visitation:
Information to be Collected During the Visit . . . . . Page 28

RECRUITING AND SELECTING A NEW SUPERINTENDENT

INTRODUCTION

The recruitment and selection of a new superintendent is a difficult and time-consuming task. It is, undoubtedly, the single most critical responsibility of a school board. The decision will ultimately affect the entire education program of the district. Careful and thoughtful preparation, definition of orderly and effective procedures, conformity with ethical practices, adequate financing, and the involvement of the public, interested organizations and staff, are critical in the search for and the selection of a new superintendent.

Although these guidelines represent the recommended procedure for all school districts, it is recognized that small districts may have to modify the process to meet their own budget constraints. There are many alternative procedures that can be evolved. The California School Boards Association (CSBA) and the Association of California Administrators (ACSA) suggest that any school board preparing to fill a vacancy in the office of superintendent request CSBA and/or ACSA to send a staff member to meet with the board. The associations' representatives are prepared to assist local school boards in modifying the procedures to meet their own particular needs and resources.

In the initial school board discussions on how to select a new superintendent, two questions must be asked:

1. Does the district's affirmative action policy or involvement policy require specific action?

2. Are there one or more individuals within the district who should be considered for the position of superintendent without making a search outside the district?

The recommended procedure is too costly — in terms of funds and the time and effort of everyone involved — to undertake if there is a strong possibility that the superintendent will be chosen from within the district.

If the decision is to make a statewide or nationwide search, then there are other considerations which are detailed in this booklet.

Ethical Conduct Stressed

The need for ethical conduct on the part of all concerned cannot be overemphasized. Each board member should be scrupulous in protecting the CONFIDENTIAL nature of specific elements set forth in these guidelines.

This applies in particlular to:

1. The names of those who have applied for the superintendency.

2. Contents of letters of recommendation.

3. Oral reports or other information received during the period of inquiry.

The board should expect the highest ethical conduct from its applicants, its advisor, and from members of the screening committee.

It is not ethical for a candidate to apply for a position until the board has announced publically that a vacancy exists. It is also not ethical for a candidate for the superintendency to seek a personal interview with any individual board member or to use political or other means to influence the decision of members of the board. Every candidate should be able to assure the board that no contractual obligations will prevent his acceptance of an offer.

The advisor and each member of the screening committee should declare that he/she is not interested in becoming a candidate for the superintendency before agreeing to serve as an advisor or screening committee member.

An Orderly, Open, Publicized Procedure

A step-by-step, written, publicized procedure should be set forth by the board in carrying out the recruitment and selection process. The procedure should be open as much of the time as possible. Since legal opinions vary from county to county, the board should have its legal advisor review and approve all procedures recommended for the search and selection process. This is especially important in reference to executive sessions.

The steps set forth in the following pages are guidelines offered to local school boards for their consideration in conducting a search for a chief executive officer. To obtain a complete picture of the recommended procedures, it is suggested that board members read all three section: Part I — ROLE OF THE BOARD, Part II — ROLE OF THE ADVISOR, and Part III — ROLE OF THE SCREENING COMMITTEE.

PART I — ROLE OF THE BOARD

STEP 1

OBTAIN OUTSIDE OBJECTIVE PROFESSIONAL ASSISTANCE

Need for a Qualified Education Advisor

The school board has numerous tasks that must be accomplished in order to recruit and employ a new superintendent. The service of a competent professional educational advisor is essential to insure effective, impartial and ethically sound procedures. Lists of qualified advisors, with brief biographical sketches, have been compiled and may be obtained from CSBA and ACSA. Generally, neither the superintendent of schools nor any other members of the staff of the school district should serve as advisor. Guidelines regarding the work of the advisor have been developed and are presented in this booklet. They constitute a major factor for carrying through a successful search and selection. Success in this effort is highly related to the leadership offered by the advisor to the board. The selection of a professional educational advisor is, therefore, a crucial and necessary step in the process. The advisor should have a thorough knowledge of educational administration and practitioners in the field, a familiarity with university and college placement services, and a thorough understanding of, and some experience with, this and similar guides.

Conduct Advisor Interviews

The board may wish to interview one or more potential advisors before selecting the person they believe will render the most outstanding service.

Both CSBA and ACSA are prepared to assist the board, without charge, in arranging and conducting the advisor interviews. When requested, the Associations will also assist boards in establishing procedures for conducting the superintendent selection process. In the event the superintendent is retiring at the end of the next school year, it is advisable to make budget provisions for selecting the new superintendent in advance. Otherwise reserve funds will have to be used. The Associations' representatives are prepared to assist the board in the preparation of a preliminary budget for this purpose.

The appointment of the advisor should be made in a public meeting. At this or a subsequent meeting, the advisor should be called upon to suggest the procedures to be followed. This could form the framework for the district's process for selecting a new superintendent. A press release about the appointment of the advisor and probable procedures should be distributed to all media in the community.

STEP 2

CONSIDER SELECTED MAJOR ISSUES

Early in its deliberation the board may wish to identify and establish a tentative position regarding certain issues which may arise. Among the issues which frequently must be resolved are:

1. If there are local candidates for the position, how will these individuals be considered along with other candidates? If the board has determined or is committed to the view that the new superintendent is a district staff member, then to conduct a recruiting and screening process is indefensible. This, of course, is very different from selecting an inside person after a wide search which has produced no one judged to be superior in attainments or promise. If the board decides to appoint from within the school district without an extended recruiting and selection process, it should give careful consideration to the provisions or implications of its affirmative action policy, its personnel policies, and the procedures to be employed to inform or involve its constituents regarding its proposed action. It may well wish to have professional and legal advice regarding these matters.

2. How much participation shall be planned? By what individuals or groups within the staff and community? Regarding what matters? Who shall guide the participation program? Shall it be limited to identification of issues and criteria pertaining to the superintendent or involve advisory participation in evaluating candidates?

3. How can essential confidentiality regarding applicants be insured while public and staff are informed regarding the process and its implementation?

4. What salary and contract provisions should be made in the process of defining the position? How should salary relate to that of the present superintendent, to that of assistant superintendents in the district, to that of the city manager or superintendents in comparable districts? Should the contract contain a statement of defined responsibilities of the superintendent for the first year and procedures to be employed in evaluating the work of the superintendent on a periodic basis?

5. How can the board use the services of an advisor, of a recruiting and screening committee(s) and yet *maintain fully its legal responsibility* for selecting the superintendent?

STEP 3

APPROVE PRELIMINARY PROCEDURES, CALENDAR AND TENTATIVE BUDGET

The selection of the superintendent must be based on the needs and resources of the school district and the community, as well as on the candidates's qualifications. A major task of the advisor will be to assist the board in formulating criteria and procedures for the recruiting, screening and selection process.

Following the consideration of such issues as are listed under Step 2 the board will need to agree upon certain procedures. Especially important are the procedures regarding participation. The board should provide procedures (conferences, interviews, hearings) through which representatives of community groups, students and staff will be encouraged to assist in defining the major educational problems and issues of the district and the corresponding desired qualifications or competencies of the superintendent. Generally these procedures should be employed by the advisor, though in some instances board members themselves may be involved in hearings and interviews. Members of the recruitment and screening committee may also participate in these conferences and hearings. Through this activity they develop an understanding of the situation which is extremely helpful to them in their other activities. Invitations to participate in these processes should be extended through a letter from the president of the board to community and school organizations and groups. All citizens should be advised through announcements in the press.

The advisor or the advisor and screening committee members should present to the board a report of the findings of the mini-survey which is conducted to determine major problems and issues in the district and criteria to be employed in screening. The identification of major issues can be extremely helpful to the community, staff, board and the new superintendent. This report should be of such nature that the confidentiality assured individuals and groups in interviews is not violated.

A much more difficult question arises with respect to the requests or demands made in some communities for direct participation in interviewing and screening applicants for the position by a considerable number of groups such as teachers, classified staff, administrative staff, minority groups, and parent groups. Generally these requests for this type of participation cannot and should not be complied with fully. To attempt to do so could well result in the withdrawal of many of the better applicants, in conflict of interest in the case of employees virtually selecting the head of the team with which they will be bargaining, in securing a less than competent superintendent or one unable to work effectively with the board of education. These requests, however, need to be carefully considered, and certain limited advisory arrangements may be worked out through which the process of selection may be enhanced while the legal responsibility for the final decisions by the board is fully maintained.

The advisor should present a proposed calendar to the board. This should include time for meeting with staff and community groups, for preparing and presenting a brochure, for interviewing and for a visit to the community(ies) of the finalist(s). The process ideally requires approximately four months but could be accomplished under extremely favorable circumstances in as little as two months. It should be completed approximately three months before the assumption of office by the new superintendent.

In light of the calendar and procedures agreed upon the advisor should prepare and present to the board a proposed budget including an estimate of the number of days of employment of the advisor and members of the recruiting and screening committee, the cost of brochures and their distribution, the travel costs of those to be interviewed and of board members in their visit to the home community(ies) of the finalist(s).

STEP 4

SELECT PROFESSIONAL RECRUITING AND SCREENING COMMITTEE AND FINALIZE PROCEDURE

The importance and difficulty of the selection of a new superintendent of greatest competence and promise clearly justify the appointment of a recruitment and screening committee. The committee should be comprised of persons who are knowledgeable regarding school administration and administrators and who have access to information regarding these matters.

Recruitment is a highly important part of the responsibility of all members of this committee. Many of the better prospects may not apply unless the situation is brought effectively to their attention by someone whose judgment they respect and who is familiar with it. Vigorous recruitment can substantially raise the standards used in screening and selection. Affirmative action policies emphasize the need for widely advertising the position within and outside the district.

The screening function of the committee should provide that objective, professional judgment which insures evaluation of all applicants in terms of the agreed upon criteria. This is done through the screening of the candidates' confidential papers, telephone inquiries and personal interviews.

The advisor submits to the board a tentative list of qualified recruiting and screening committee members who have participated in a program by CSBA and ACSA to familarize them with these procedures. It is not advisable for boards to appoint to the committee residents of the school district or representatives of local organizations, or in some cases residents of the county in which the school district is located. Residents of the county may have political ties that would not lead to complete objectivity in the screening process, and yet there are advantages in having someone on the screening committee who is familiar with the background and needs of the school district.

Once any interest group is placed on the committee the way is opened to all special interest groups to demand a like voice in the selection. The board, instead, should advise all persons or groups requesting representation on the screening committee to meet with the advisor and to submit in writing suggested criteria for the board to consider in selecting a superintendent. Few well-qualified administrators, secure in their present positions, wish to have their applications become public knowledge and to have extended press coverage.

The board selects a three to five member recruiting and screening committee and prepares a press release announcing the members' names and duties. The advisor may serve as chairperson of this committee, or it may have another of its members serve as chairperson. The appointment of this committee must be discussed and formalized in open session.

STEP 5

RECEIVE REPORT OF ADVISOR AND APPROVE CONTENTS OF BROCHURE

Based upon a comprehensive analysis and inventory of the school district and the community, the advisor prepares and the board adopts a statement which describes the district and contains a job description and the criteria for selecting the new superintendent. This material should be incorporated in a recruitment brochure. Copies of such brochures can be secured from CSBA or ACSA. See Part II, page 13 for statement of items to be included in brochure.

In the 1970 legislature the credentialing law was changed which enables a school board to waive the credential requirement for its chief administrative officer. Education Code Section 35029 (This and all subsequent Education Code sections cited in this booklet are effective 1/77) reads as follows:

> "A local governing board may waive any credential requirement for the chief administrative officer of the school district under its jurisdiction. Any individual serving as the chief administrative officer of a school district who does not hold a credential may be required by the local governing board to pursue a program of in-service training conducted pursuant to guidelines approved by the commission" ("Commission" refers to Commission for Teacher Preparation and Licensing).

The board should thoroughly consider all of the implications of appointing a superintendent without an educational background before determining whether or not it will require the new superintendent to have an administrative credential. In any event a board approved set of procedures for selecting a superintendent should be followed.

Problem areas, as well as positive statements about the school district and community, should be included in the brochure.

At a public meeting the advisor should be asked to enumerate the criteria for selection of a new superintendent and to describe the recruitment and selection procedures. A press release containing this information should be supplied to the media.

STEP 6

MEET WITH THE RECRUITING AND SCREENING COMMITTEE

The board should meet with the committee before recruiting is undertaken. This can be arranged in some instances during the period when interviews and conferences are being held with representatives of school and community groups.

If the board does not meet with the screening committee at that time, it should do so after the advisor has prepared a written list of criteria that are to be utilized by the committee in the screening process. This includes the criteria set forth in the brochure, the confidential and written recommendations of community groups, and the more detailed criteria established by the board. The governing board should then describe and interpret the criteria that the screening committee is to consider in the screening process. The screening committee must make judgments regarding the professional competence of the applicants. In order to keep expenses at a minimum, the board and screening committee may meet in the morning of a day on which the screening of the confidential papers is done. While it may add to cost, a more thorough process would permit the screening committee to conduct personal interviews with the eight to ten candidates who have rated highest in the initial screening.

To Receive the Report

In executive session the screening committee, based upon previous directions from the board, will announce to the entire board a limited number (4-10) of candidates recommended for final consideration. The recommended candidates are presented alphabetically; they are not ranked. The committee should offer a brief report about each of the finalists noting outstanding qualifications and their standing in relation to the criteria. The board, after discussion of the candidates with the screening committee and probably after examining their papers, should indicate the candidates it wishes to interview (4-6). After ascertaining place, dates and times that the entire board can meet for the interviews, the board president or advisor immediately, by telephone, schedules the candidates. The appointment date and hour of each candidate is then confirmed by letter. The work of the screening committee is now completed.

STEP 7

INTERVIEW FINALIST CANDIDATES FOR SUPERINTENDENCY

Major elements to consider in evaluating and interviewing the finalist candidates are the following:

1. Prior to interviewing, at the very least, each board member should review independently the placement file of each finalist candidate. All board members should list strengths and limitations and indicate their evaluation of each candidate.

2. The board with the help of its advisor should spend a session preparing itself for interviewing. It should agree on the areas to be covered and on the respective responsibilities of the members of the board. Interviews should be structured, though each board will have its own style. It is essential that the interviews be planned to obtain the needed information, to provide comparability and to insure the choice of the best qualified candidate in light of the needs of the school district and local community.

A mineographed list of questions (See Appendix C) and an interview checklist form may be found helpful as a means of recording evaluations of each candidate during the personal interview.

3. The major task of the school board, the in-depth interviews with the finalist candidates in executive session, is now at hand. The school board should work together as a committee of the whole in carrying out all steps in the process. All interviews should be completed in a short period — preferably within one week.

4. Ample time, preferably not less than two hours, should be allowed each candidate, with equal time allotted to each. A member of the board should be designated to act as host and to make all arrangements. A pleasant, informal atmosphere should be established which might include lunch or dinner preceding the formal interview. The formal interview should be conducted in executive session at an appropriate place within the district.

5. Keeping in mind the fact that the candidate is also making evaluations to determine whether or not he/she can work effectively with the board and the community, the board should provide an opportunity for the candidate to ask questions about the board, the school system and the community.

6. Although the recruitment brochure has delineated salary range, the board may well initiate discussion of such areas as salary, other benefits, availability as affected by family or contractual obligations, and housing.

7. When all interviews have been completed, the board should promptly hold a lengthy, unhurried, executive session in which the applicants are discussed thoroughly. It is suggested that board members make numerical differentiation by rating each candidate on a scale. Through this process the board should then select one or two candiates for final consideration.

8. Expenses incurred in the final interview process should be borne by the school district (Education Code Section 44016 permits this expenditure).

STEP 8

VISIT COMMUNITY OF FINALIST CANDIDATE/CANDIDATES

It is essential for the board, or a committee of board members, to visit the community of the finalist candidate. Generally, no other screening or selection process is as effective in uncovering essential evidence of successes and failures as a thorough on-the-spot investigation by board members. The board members decide which persons in the finalist's community should be visited (See Appendix D). Arrangements for the visitations may then be made by the advisor or by the board president. During the community visitation it may also be desirable for the board to meet with the family of the applicant.

STEP 9

DISCUSS SUPERINTENDENT'S CONTRACT WITH ADVISOR

The board should examine all available information relative to the contract of the superintendent. The board should be prepared to discuss fringe benefits and all other conditions of employment, such as tax-sheltered annuities, moving expenses, housing, transportation, and other allowable expenses.

The contract of the superintendent should be an individual arrangement. The salary should not be tied to the teachers' salary schedule. This gives the board room to recognize previous preparation and experience and essential maneuverability to meet an offer from a competing district or to reward especially meritorious service. It also removes any personal interest on the superintndent's part in employee salary discussions. The contract should include the agreement reached regarding responsibilities and provide for review of service and board-superintendent relations.

Education Code Section 35031 sets forth the provisions relating to the length of time for which a contract may be offered. A contract for three or four years is recommended, a contract for less than three years is not considered advisable, since it does not provide essential opportunity for the development of plans and for their implemen ation and evaluation.

STEP 10

MEET WITH PROSPECTIVE SUPERINTENDENT

On the basis of all investigations the entire board should make a final selection, with every effort being made to secure an unanimous vote.

The board may require a pre-contract physical examination at district expense and request that the results be sent to the board. The successful candidate is then invited to attend another executive session to arrange the exact conditions of the contract.

STEP 11

RELEASE PRESS INFORMATION SIMULTANEOUSLY

The timing of the official selection of the new superintendent and the announcement of it should be checked carefully so that the resignation and release of information about the successful candidate can be processed in a professional and ethical manner.

When the candidate has accepted the position, the school board should prepare a written news release announcing the selection to the press, television, and radio stations. This should be coordinated with the board of the district from which the superintendent is resigning so that there is simultaneous release of information.

Usual courtesy requires that the unsuccessful candidates receive notification of final action of the board before it is released to the news media. This is sometimes difficult to do. A courteous letter, expressing appreciation to the candidates, should notify them of the selection.

The official in charge of applications should now be instructed to return the confidential papers of the remaining unsuccessful candidates to the proper placement officers and to take care of any other necessary courtesies.

STEP 12

INTRODUCE SUPERINTENDENT TO STAFF AND COMMUNITY

It is very important that steps be taken to facilitate a good start by the new superintendent. This may be done through a major public meeting or through a series of meetings with various staff and community groups.

NOTE: Board members are encouraged to read Part II — ROLE OF THE ADVISOR, and Part III — ROLE OF THE RECRUITING AND SCREENING COMMITTEE, which are contained in the next two sections of this booklet. They contain additional information that may assist board members in making decisions about the recruitment and selection procedures.

PART II

ROLE OF THE ADVISOR

The person selected as advisor to the board in its search for a superintendent will be working with the board in a most confidential way on a crucial and highly sensitive task.

The advisor should be qualified through previous experience in board/superintendent relations to serve the board in a tactful but forthright manner.

The advisor should be prepared to mediate differences in philosophy and objectives of individual board members when necessary to obtain solid agreement regarding the procedures to be employed in the selection process and on the characteristics desirable in a new superintendent. The advisor must be willing and able to help some boards improve their working procedures with the superintendent, administrative staff, credentialed and classified staffs, and community groups.

The advisor should have had successful experience in assessing the problems, needs, and aspirations of the various groups which compose a school district community and an ability to present a summary to the board for study and action.

As the chief recruiter of well-qualified candidates, it is helpful if the advisor has a wide acquaintance and well-established lines of communication in the state and, for large districts, nationally.

The professional reputation of the advisor must be above reproach in such things as maintenance of strict confidentiality relative to the candidates and their records; insistence on high ethical standards for everyone engaged in the process; complete impartiality in the treatment of candidates; willingness and ability to resist any attempt of a factional power group to violate the established process and to name a superintendent.

STEP 1

MEETING WITH THE GOVERNING BOARD

At a session [1] of the board, the advisor should explore the local climate and explain the various alternative procedures open to the board, together with cost estimates in order to arrive at a tentative budget and timetable.

Some key questions which should be raised and resolved are:

a. Is there anyone within the system whom the board considers a potential candidate? If there is a likelihood that a "search" is window-dressing for selection of a local candidate, the advisor should attempt to help the board resolve the issue before embarking on an improper, time-consuming and costly project.

b. Does the district have an affirmative action policy which requires the board to conduct a search outside the district?

c. To what extent and in what manner will the board involve the community and the staff in taking a look at its problems, special needs and aspirations as they affect the school program and its leadership?

---

[1] Many of the issues to be considered pertain directly to specific personnel such as possible inside candidates, persons to serve on the recruiting and screening committee, and consequently should be considered in executive session.

d. What should be the composition of the recruiting and screening committee and what procedures should the committee follow? The advisor should be prepared to recommend persons for service on the recruiting and screening committee and to state their previous experience, qualifications and potential contribution. A "balanced" committee should be sought — one which understands and relates to the community but is not of it — and one in which the various members complement one another with reference to such matters as knowledge of school districts and competence of administrators in various parts of the state and/or nation.

e. How extensive should be the recruitment efforts?

f. What should be the format of the announcement and invitation for application?

STEP 2

ASSESSING THE SCHOOL SYSTEM AND THE COMMUNITY

How extensive an undertaking should this be? In small communities where no great tensions exist, one or two days devoted by the advisor to confidential meetings may be sufficient.

As a minimum, the advisor should be available to each board member, to key administrative personnel, and to officers and representatives of employee, parent and citizen groups. Each interview should be in complete confidence, but a summary of attitudes, of indicated problems, and suggestions for criteria for the selection of a new superintendent should be given the board in a subsequent session.

In large urban communities, where many conflicting forces are struggling for an effective voice in school operations, up to a week spent by the advisor and the assistants (members of the recruiting and screening committee) in hearing from delegations and representatives of community organizations may be advisable if the major purposes are to be achieved.

Comprehensive hearings are most helpful even in the medium-sized and relatively tranquil school district. It is a practical and helpful response to the demands of teacher organizations, and some community groups, that their voices be heard prior to the selection of the new superintendent.

If it is decided to undertake a survey of the community, the advisor should make sure that there is wide publicity regarding procedure, time and place of interviews and conferences for this purpose. In addition, letters should be sent to all major organizations explaining the purpose and process and inviting their participation.

If there is controversy in the district, someone removed from the superintendent's office should be designated to receive telephone inquiries and organize an interview and conference schedule. It is helpful to request delegations to bring to the interview a written summary of suggestions as to the special problems a new superintendent will face, an evaluation of the strengths and weaknesses of the school program, and criteria they deem important to the qualifications of a new superintendent.

The advisor must be extremely careful that, while encouraging free and frank expression of opinions from all delegations, there is no indication of agreement or disagreement with their viewpoints. The advisor should maintain a neutral stance.

The advisor in a report to the board, both in the written proposed brochure and in oral evaluation of the community reactions, should retain the confidential nature of the interviews.

Good judgment must be used in determining whether testimony has been biased or fair; limited to a few disgruntled individuals, or has wide community acceptance; is pertinent to the board's immediate project, or is an extraneous community issue.

The person chosen as advisor should keep uppermost in mind that the chief objective is to assist the various community elements and all members of the board in uniting on a positive program for improving the educational program through the recruitment and selection of the best qualified candidate available for the specific situation.

STEP 3

PREPARATION AND APPROVAL OF BROCHURE

The format and the size of the printed announcement of the vacancy will be determined largely by the extent of the community assessment.

Where an extensive survey of the community takes place, it is advisable to include an adequate summary in the brochure. Where the board is already committed, or is willing to commit itself, to positive actions involving change in policy, organization, or personnel, the brochure alerts all prospective candidates. Both strengths and weaknesses of the district should be fully reported. The final report should clearly show the advisor's professional judgment of problems, needs, and new directions which should be explored in the district. Issues that must be resolved by the community and board under the leadership of the new superintendent should be clearly spelled out.

When finally adopted by the board, after a public hearing, the contents of the brochure should serve as a basis for judging the competencies of candidates and as a platform for future action.

In any brochure, however brief, these items should be included:

1. A statement of the selection procedure.

2. A statement of commitment to Affirmative Action: "Equal Opportunity Employer, Male-Female."

3. A statement of required and desirable qualifications.

4. Information required of all candidates (for example, a completed application form, university placement papers, and a personal letter pointing out training and experience pertinent to the qualifications stipulated for the position). Candidates should be discouraged from submitting a photograph as this practice is inconsistent with fair employment practices.

5. Where to send applications.

6. A list of all important dates in the selection calendar, including the deadline for *receipt* of completed applications, probable dates for interviews, for announcement of successful candidate and date office is to be assumed.

7. Names and identifying information of the screening committee members (if they have been appointed).

8. Name, address and phone number of the advisor to the board; all applications and requests for information regarding the position should be addressed to the advisor. Consideration should be given to confidentiality.

9. Terms of employment (stipulate length of contract and salary range).

10. A description of the community: location and size, and industrial, cultural, ethnic, and other aspects.

11. A description of the school district: size, organization, programs, finances, characteristics of student body, and qualifications of staff.

12. An assessment of the educational programs, needs, and problems.

13. Proposals for change in the school district.

14. An indication of the individuals and groups who will have access to the names and papers of the applicants.

15. Names of members of the governing board.

16. Other special instructions.

A preliminary draft of the brochure should be reviewed by board members individually before submitting it for public examination and final adoption by the board of education at a public meeting.

STEP 4

RECRUITING

The advisor should request the board to determine whether the search for applicants should be limited to the state or be nationwide. The wider search will require at least 750 brochures, against 500 for California. In many instances out-of-state recruitment may be highly desirable, but it should be recognized that it may increase the difficulty of investigation and costs of travel.

The board should also decide how large a distribution of the brochure should be made within the district. If a significant assessment has been made and the brochure spells out needs and problems, then it should be very useful as a statement of purpose and direction and merit wide distribution in the community.

Since the principal purpose of the brochure is to elicit interest on the part of well-qualified — and this means in most cases well-situated candidates, an effort should be made to produce an attractive pamphlet. The cost is negligible considering the amount of effort, other costs of the selection process, and the potential return. The appearance of the brochure may either "put off" or interest desirable candidates as indicative of the importance a board attaches to the superintendency.

Not less than five weeks for California recruitment is necessary to complete the extensive communication, gathering of papers, and verifying of data. At least six weeks is desirable when a nationwide search is undertaken.

All county superintendents should be included on the circulation list as well as many of the large school district superintendents. These superintendents often call to the attention of capable colleagues opportunities for which they think they are ready. Copies of the brochure should be sent to CSBA, ACSA, NSBA and AASA. The announcement regarding the position may be made in JIS (Job Information Survey) published periodically by ACSA. If the board approves, the advisor should make contact with a JIS coordinator at the earliest possible date in order to be able to fit into publication dates and to determine the data to be provided.

It is also essential to mail the announcement to university, college, and private placement centers, and to key professors of school administration in California and throughout the nation. Any experienced professional advisor will, of course, have many lines of recruiting open to him/her, including substantial telephoning.

To ensure fair and equal consideration of all persons, regardless of race, color, religion, sex, age or national origin, the following recruitment practices are recommended:

1. Include in your correspondence, brochures, and other written materials a statement that you are an "Equal Opportunity Employer, Male-Female or M/F." (To date, "Equal Opportunity Employer" may still suggest only racial non-discrimination.)

2. Include in your recruitment brochures statements and pictures of minorities, women and men, in non-stereotyped jobs or roles.

3. Announce position in professional publications directed toward minorities and women.

4. Send an announcement of the vacancy to organizations which specialize in recruiting minorities and women. (See Appendix A.)

5. Consider recruiting through Federal and other government agencies; many well-qualified minorities and females hold professional and management jobs in these agencies.

6. Include minorities and females on the recruitment and screening committee.

STEP 5

ASSISTING THE SCREENING COMMITTEE

The advisor should review carefully with the board the function of a recruiting and screening committee and secure authorization for sufficient time for it to do a thorough job. It is very helpful if a standard, one-page application form has been required and a copy for each applicant is made available to each screening committee member. (See Appendix B.)

A complete application file for each candidate is most essential if the screening committee is to function efficiently in the short time available to it.

In preparation for the meeting of the committee the advisor should:

1. Reserve adequate quarters where
   - confidentiality can be preserved
   - there is access to a minimum of two telephones for long-distance operations
   - secretarial assistance is available

2. Determine if there are any restrictions on who may read the confidential papers of candidates without their specific written consent, under the Family Rights and Privacy Act of 1974. Advisors should ascertain the current legal and ethical practices relating to confidential papers.

3. Schedule such meetings as have been agreed upon with the board and other groups as preliminary to the screening committee's deliberations.

4. Schedule for the final report, a meeting with the board, at which all board members can be present.

Various arrangements may be made to aid the recruiting and screening committee in its work and to receive assistance from it. These include:

1. Having members of the committee serve for one or more days in interviews and conferences with staff and citizens prior to preparation of brochure and participate in development of brochure.

2. Meeting with board at time brochure is presented.

3. Meeting with the board prior to screening.

4. Interviewing top eight to ten applicants in order to select smaller number for presentation to the board.

5. Participating in presenting the list of those recommended by the committee to the board.

The merits and the costs of each of the arrangements with the screening committee should be delineated for the board.

STEP 6

ORGANIZING THE INTERVIEWS

At the time of the screening committee's report to the board, the advisor should:

1. Establish times when all members will be available to interview candidates. (In fact, the days and hours of interviewing should have been set a few weeks before this meeting.)

2. Set the length of the interview. A minimum of two hours is recommended, with a fifteen to thirty minute break between interviews.

3. Request the board to designate a member to act as host in receiving the candidates. The advisor may serve in this capacity, making lodging or other essential arrangements and presenting the candidate to the board.

4. Secure agreement as to a meeting place and the procedure to be followed in conducting the interviews.

Immediately after the board has agreed upon the individuals to be interviewed, the board president or the advisor can by telephone, schedule the sessions and give the board members a written memorandum concerning the times and places for the interview.

Prior to the interview the board should discuss and agree upon its procedures. The advisor and the board may prepare a list of questions (See Appendix C) designed to ensure that all relevant phases of administration, with particular reference to local problems, are covered during the interview of each candidate. When extensive community involvement has been undertaken, a large number of concerns may have been offered by citizens for this purpose.

At the conclusion of each interview the advisor or president of the board should:

1. Provide an opportunity for the candidate to question the board.

2. Provide expense vouchers with directions for filing the travel expense.

3. Request that the candidate be prepared to supply a community visitation guide to assist the board members should they decide to visit his community (See Appendix D.)

STEP 7

CONDUCTING THE INTERVIEW

It is extremely important that all members of the board be present for all interviews. The president of the board should establish and maintain an informal atmosphere. This may be done by briefly introducing each member of the board in terms of special interests and activities and by describing the system and recent development in it. Then the candidate should be given the opportunity to indicate something of his own background and accomplishments and reasons for interest in this position.

The board should then explore the various agreed upon areas for the interview, giving attention to common elements in the interviews and the special or unique background factors of the candidate as they relate to the defined needs and criteria for the superintendent of the district (See Appendix C). The advisor, if he is present, should avoid advocating any of the candidates — he should remain neutral.

STEP 8

GUARDING THE INVESTIGATION OF CHOSEN CANDIDATES

Much misunderstanding can be averted, if, at the time of the formal interview, the board has had a frank discussion with each candidate relating to the intention of the board to visit the home community if the candidate becomes their first choice.

Board members should maintain strict confidentiality and not release the names of the finalist candidates.

The difficult problem faced by both board members and the candidate is to avoid creating negative situations and/or consequences which may result in premature publicity or unfavorable reaction if the candidate is not finally offered a contract.

The advisor should prepare a suggested list of questions for use during the board's investigation (See Appendix E.)

STEP 9

CONTRACT SIGNING AND PUBLICITY

The advisor should encourage the board to call its selected candidate back for a final discussio of terms of the contract and agreement on the timing and contents of a press release. As previously indicated, the announcement should be concurrent with that of the successful candidate's resignation from his/her previously held position.

An initial contract should be prepared by the board with the help of the advisor and approved by the county counsel.

A special board meeting (followed by a press conference in major districts) for a formal voting of a contract, its acceptance, and signing can add dignity to the process and effectively introduce the new superintendent to the community.

STEP 10

ADVISOR CLOSES THE PROCESS

The advisor now has the responsibility of concluding the process of selecting the superintendent of schools. This involves: the return of certain materials such as placement files which are in the folders of the applicants; the preparation and forwarding of a letter to all applicants to thank them for their cooperation and to report on the result. Timing is very important here, and if possible, should be completed simultaneously with Step 9 above. If the process has been an extended one, the advisor should previously have written to all applicants indicating that their files had been completed (or that certain materials were missing.) Finally, the advisor should prepare the application forms and letters, along with the list recommended to the board by the recruiting and screening committee, and pertinent notes for storage for a period of one year.

PART III

ROLE OF THE RECRUITING AND SCREENING COMMITTEE

No board should attempt to make a selection of a new superintendent, particularly from outside the district, without the advisory assistance of a recruiting and screening committee made up primarily of professional educators to assist in the recruiting of candidates, in the evaluating of confidential information, in the investigating of the competencies of the candidate, and in attesting to professional competency. All candidates for the position should be checked by the screening committee.

Since many of the most qualified persons are not actively seeking positions, the recruiting function of the committee is extremely important. The members of the committee should be selected not only for their ability to screen but also because of their knowledge of persons and their competence in recruiting individuals who have outstanding qualifications for the specific situation.

Whenever the position of the superintendent is declared vacant, there will usually be from fifty to one hundred applicants. A preliminary screening-out of those whose training and previous employment record do not qualify them for serious consideration saves the board's time for in-depth study of the best qualified persons.

STEP 1

RECRUITING BY COMMITTEE MEMBERS

Recruiting is an extremely important function of the recruiting and screening committee. With the assistance of the advisor, each member of the committee should identify a few administrators who appear to meet the criteria presented in the brochure in an outstanding manner and take steps to interest them in applying for the position.

STEP 2

MEETING OF THE COMMITTEE TO SCREEN

In some situations it is important for the committee to talk to teacher and community groups. Depending upon budgetary constraints, the advisor may schedule one or more meetings with community and employee representatives to afford the committee first-hand knowledge of the situation. This also provides further evidence to community leaders of the board's willingness to seek community involvement.

Otherwise, at its first screening meeting, the committee should review the brochure and other relevant material and agree on the criteria the members will employ in evaluating candidate files. Agreement should also be reached on the procedure to be followed in evaluating applications and in arriving at those to be recommended to the board.

To further clarify the criteria to be employed in screening, the advisor may have scheduled a meeting with the board for mutual exploration of the more sensitive elements involved in judging special attributes desirable in a new superintendent for this particular position.

Following are some of the points that should be clarified and which are not always included in detail in the brochure:

a. Is the board seriously interested in considering any local candidate, and how should his/her candidacy be handled?

b. Does the board lean toward maturity and considerable experience or toward high potential but possibly short length of experience? What types of experience are specially valued?

c. Any special qualities or characteristics that would best prepare a candidate for the community leadership required.

d. How much emphasis on innovation or change versus a more traditional stance is desirable or acceptable?

e. The views of the board regarding salary and length of contract.

STEP 3

EVALUATION OF CONFIDENTIAL PAPERS

A one- or two-day meeting, depending upon the number of candidates, is allotted to a work session where, assisted by the advisor, the committee evaluates and reduces the number of candidates to eight to ten individuals.

To do so, the members of the committee should:

a. Carefully study all the confidential papers (including placement file) of each candidate.

b. Exchange information they have gathered about the candidates.

c. Make liberal use of the telephone in clearing up questions raised or remaining about candidates whose papers otherwise indicate acceptability.

STEP 4

PERSONAL INTERVIEWS

It has been found desirable in some instances for the committee to devote a day session interviewing the top eight to ten candidates before presenting its report to the board. Following these interviews, the committee may recommend the most outstanding four to six candidates to the board; depending upon the board's directions.

If this procedure is agreed upon, then the advisor should, by telephone, immediately arrange with all candidates for the time of their interviews, approximately one week later.

STEP 5

REPORT TO THE BOARD

In an executive session with the board, the advisor or the entire committee submits a report. The report should take such form as the board desires. Usually only a few (four to six) of the top candidates are recommended for interviewing by the board. The number of candidates may vary depending upon the wishes of the board. Some boards prefer to have ten to twelve candidates recommended, with the board taking a few days to review their papers before selecting the four or six for interview. The members of the committee should explain in some detail why each candidate is being recommended with a statement of exceptional strengths and possible limitations. When the report to the board has been made, the work of the screening committee is completed.

PARTICIPATION BY OTHERS IN SCREENING

In considering the work of the committee on recruiting and screening, it should be noted that in many communities, some groups are requesting a role in the actual screening process. Generally, governing boards have not responded favorably to such requests for a number of reasons. Among

them are: the belief that significant participation is provided through public and staff contributions in the development of the criteria which appear in the brochure; the concern that confidentiality regarding applicants will be violated; the recognition that the board of education must make the selection itself and that other groups may try to exercise a veto power over it; the great difficulty of selecting "representatives" of the numerous groups in most communities. The concern of boards of education along these lines has been substantiated by results in a number of districts which have "opened up" the screening and selection process only to have had confidentiality violated with the consequent withdrawal of outstanding candidates.

A fundamental dichotomy exists between the desirability of staff and public involvement in the process of selecting a school superintendent and the inherent right of an individual applicant to receive confidential treatment throughout the selection process. How to resolve this dilemma poses one of the most difficult problems governing boards and professional consultants face in the process of selecting school superintendents today.

The basic purpose in the superintendency selection process is to provide the governing board with a means of ultimately employing the most talented and best qualified superintendent for that particular school district. Anything that obstructs this goal must be considered secondary to this fundamental objective.

The process of screening and recruiting applicants for the superintendency should involve the board's advisor and screening committee in active recruitment of successful, non-applicant candidates.

Many highly qualified administrators will not apply for a position if they feel there is a chance of such a confidentiality leak, thereby depriving the district seeking a superintendent of perhaps the best qualified candidate. This may be especially true of superintendents who are highly successful in their present positions.

To protect the rights of the applicants and to provide certificated and classified staff and community involvement, the board should involve representatives of the two employee groups *in identifying the criteria* for the selection of the new superintendent.

Involvement in the screening and interviewing beyond this level may threaten the confidentiality of the process and could place the board in the untenable position of, at least in part, abrogating its responsibility to make the final selection.

Since the request for further participation by representatives of groups in the school district is occurring, a few suggestions are provided for those boards who decide to utilize this approach. An in-district advisory committee on selection, although not recommended, should be given a definitive charge, and the following should be considered minimal:

1. The advisory committee will be strictly *advisory* to the board. Its individual members meeting as a committee of the whole may interview finalist applicants and report their suggestions to the board regarding matters which should be considered thoroughly before a decision is made. The committee is advised that it should not attempt a ranking of the applicants.

2. The advisory committee should interview only the two or three finalists chosen by the board after it has conducted its interviews.

3. The advisory committee should be small — probably not to exceed nine members. Otherwise, the interview will be long, some members may not be able to participate, and ability to maintain confidentiality is reduced.

4. The board should select the advisory committee members from individuals recommended by various staff and community groups.

APPENDICES

APPENDIX A . . . . . Recruitment Sources for Minorities and Women

APPENDIX B . . . . . Standard Application Form

APPENDIX C . . . . . Conducting the Final Interviews

APPENDIX D . . . . . Guide to Community Visitation: Information needed from candidates prior to visit

APPENDIX E . . . . . Guide to Community Visitation: Information to be collected during the visitation

APPENDIX A

RECRUITMENT RESOURCES FOR MINORITIES AND WOMEN

To assist local boards of education in identifying and recruiting talented women and minority applicants, a list of non-profit referral agencies at the state and national level has been compiled. Since this list is subject to change, an updated list will be made available by CSBA or ACSA upon request. This list is provided as a public service; none of the referral agencies on the list has applied for or been granted official endorsement by CSBA or ACSA.

NATIONAL REFERRAL SOURCES

Director of Minority Affairs
American Association of School Administrators
1801 N. Moore Street
Arlington, Virginia 22009

Job Matching Service
National Association for Women Deans,
Administrators and Counselors
Illinois State University
Normal, Illinois 61767
(Phone: 309-436-7651)

STATE REFERRAL SOURCES

National Alliance of Black School Educators
P.O. Box 22613
Sacramento, California 95831

Association of Mexican-American Educators, Inc.
18633 Le Marsh
Northridge, California 91324

Los Angeles Urban League
3450 Mount Vernon Drive
Los Angeles, California 90008
(Phone: 213-299-9660

PUBLISHED SOURCES

Directory for Reaching Minority Groups.
Single copies may be obtained without cost from Office of Information, Manpower Administration, U.S. Department of Labor, Washington, D.C. 20210.

Affirmative Action and Equal Employment: A Guidebook for Employers.
Volumes 1 and 2. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

SAMPLE

APPENDIX B

STANDARD APPLICATION FORM

Applicants are requested to complete this form and return it promptly. It will be used to expedite the process of establishing your file and commencing an inquiry into your qualifications. The screening committee and members of the governing board will also use this form in their deliberations. It is not a substitute for the formal letter of application and complete resume which should be forwarded as soon as possible. Applicants are advised to have their placement papers forwarded by their placement offices at once.

Name: _____ Telephone: (area code: _____)

home: _____

Address: _____ office: _____

Placement papers on file at:

_____ Zip _____

Describe Your Professional Education:

Institution	Dates	Major	Degrees

List Your Professional Experience: *(most recent experience first)*

Title	Dates Served	District or School	A.D.A.	Salary

Give name, title, and telephone numbers of three administrators and/or board members familiar with your professional work whom we may contact.

Do you now hold a valid California administrative credential? _____

Please return this form to: _____

_____

_____

The completed application must be received not later than _____

APPENDIX C

CONDUCTING THE FINAL INTERVIEWS

The interview has two major functions: (1) to provide each candidate with an opportunity to learn about the Board's philosophy and expectations and the district's problems and possibilities, and (2) to provide the Board with an opportunity to assess the candidate's qualifications for the district's top administrative position. If the right person is to occupy this important post, both the Board and the candidate must have adequate information to judge whether (s)he is appropriate for the job in your district. By defining the interview as an occasion for a two-way exchange of information, the Board can facilitate a wise decision by the candidate, as well as by itself.

Consistent with the above functions, the interview should be structured so that the candidate can "interview" the Board and the Board can interview the candidate. Both interviews are likely to provide useful information to both parties and to stimulate a more productive line of questioning than the traditional one-sided interview. When the candidate questions the Board, (s)he should be given maximum leeway to raise questions that are of importance to him or her. However, when Board members question the candidates, they should make every effort to ask each candidate the same questions. By standardizing the interview situation, the Board is able to judge the performance of candidates under relatively similar conditions. If the Board does not standardize the conditions, it runs the risk of asking favored candidates easier questions and of allowing individual members to bias the outcome by the kinds of questions which they ask candidates who are initially supported or opposed.

The following list of questions may provide a *starting point* for generating questions to be asked of all candidates during the interviews.

It must be *emphasized* that these are only sample questions, and each board, with the assistance of the advisor, should develop its own list of questions prior to the interviews.

1. During your first year as superintendent, how might you go about determining what the strengths and weaknesses of this district are?

2. The Board feels that the two (three, four) major problems confronting this district are . . . We wonder if you would give us some idea of how you might deal with each of these problems?

3. In addition to handling these problems, the Board would like the superintendent to undertake the following projects . . . Would you give us some idea of how you might handle these projects?

4. In your judgment, what are the most important functions of the superintendent? Would you describe the kind of experience you have had in handling each of these functions?

5. Would you give us some idea of how you judge your own effectiveness as a superintendent? How would you expect the board to evaluate your work?

6. A superintendent is expected to handle a wide variety of responsibilities. Which one do you feel most qualified to handle? Why? Least comfortable with? Why?

7. What have you done to upgrade the educational programs in schools under your supervision? How have you evaluated the results?

8. What kinds of staff development programs have you been involved in?

9. What kind of understandings would you hope to establish between the Board and yourself if you are to administer this district effectively?

10. Describe your background in budget preparation and business administration.

11. How have you been involved in collective bargaining?

12. How should the public be involved in school-related matters?

13. What educational programs at the state and federal levels do you consider most significant at this time?

14. How do you use your spare time?

APPENDIX D

GUIDE TO COMMUNITY VISITATION: INFORMATION NEEDED FROM CANDIDATES PRIOR TO VISIT

When you have selected your top candidate(s), you may wish to make these arrangements prior to your community visitation(s):

1. Inform the candidate by telephone of the impending visit and determine if the candidate's board is aware of his/her interest in your superintendency.

2. Ask the candidate to supply:

   (a) The names, addresses, and telephone numbers of individuals in each of these categories:

   School Board Members
   Officers of Local Service Clubs
   Bankers
   Judges
   Mayor and/or City Manager or Councilperson
   P.T.A./School Council President
   Classified Association President
   Teacher Association President
   Media Editors
   Leaders of Minority Groups
   Management Staff
   Labor Leaders

   (b) The names, addresses, and telephone numbers of individuals who have been critical of his/her programs.

   (c) A map of the community to facilitate travel.

3. Advise the candidate that contacts will not be limited to the names supplied by him/her; the delegation will use the list as a starting point and branch out.

4. Indicate that the Board Members would be interested in meeting the candidate's spouse and family if it is convenient and seems appropriate.

APPENDIX E

GUIDE TO COMMUNITY VISITATION: INFORMATION TO BE COLLECTED DURING THE VISIT

In planning your visit to the district of your finalist, you might wish to consider the following guidelines:

1. Telephone the candidate that you will be visiting his or her community.

2. When talking with people, emphasize that you have "several" excellent candidates under consideration.

3. Conduct your discussions with a range of people in the community. Talk with such people as board members, teachers, parents, civic leaders, and media editors or reporters. Do not limit your discussion to the list prepared by the finalist(s); branch out.

4. When you talk with people, ask questions about which they can be expected to be reasonably informed. If persons are in a position to observe the candidate performing a particular function or handling a given responsibility, they are more likely to provide dependable evaluations than if they are basing their judgments on impressions gained second- or third-hand. One way of assessing the person's level of knowledge about the candidate is to seek descriptions, as well as evaluations, of how the candidate handles different aspects of his or her job.

5. In preparing for your community visitation(s), you should frame questions which are appropriate for each finalist. To ensure that the questions are appropriate:

   (a) you should use the candidate's letter of application as a guide for asking questions which will enable you to assess the quality of his or her performance in those areas that he/she cited as evidence of his or her qualifications for the superintendency in your district.

   (b) you should frame questions which take into account the type of position (e.g., principal, assistant superintendent, or superintendent) presently held by the candidate.

   (c) you should ask people questions for which they are likely to have valid information and answers. One way to obtain an indication of which questions to ask or to omit is to identify the areas of competence in which you are interested (e.g., informing the public; administering the school budget, personnel function, and educational program; working with the board; and anticipating and solving problems) and to ask the person being interviewed which he/she feels most able to discuss.

(A number of the questions in Appendix C also may serve as a starting point for generating questions to be asked during the community visitation.)